

Inspection of Banana Moon Day Nursery Gloucester

136 Stroud Road, Gloucester GL1 5JR

Inspection date: 7 June 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The manager and senior leaders fail to make sure that staff know and understand how to act to keep children safe. Staff are not sure how to respond if there are concerns about a child or another member of staff.

The manager does not evaluate practice well enough to ensure that staff working with the babies and younger children help them make the best possible progress. The effectiveness of the curriculum for younger children is compromised as staff struggle to help children manage their emotions effectively. Staff lack the knowledge and skills to help children cope with their feelings, and children do not listen to staff. For example, children deliberately ride tricycles into the low-level sand pit where other children are playing or fall off them onto the ground risking hurting themselves or others. Staff ask children to stop, but they do not listen. This means staff are constantly having to intervene in situations and do not have time to help children learn.

The manager and staff working with the older children act quickly to support those with special educational needs and/or disabilities (SEND) to close any gaps in learning. Older children benefit from well-planned and sequenced learning opportunities that help them make good progress.

Older children can make choices about what they want to do and how they want to play. Staff make sure that they can access plenty of resources indoors and outdoors to meet their changing learning and developmental needs. However, this is not the same for babies and younger children. Staff do not provide consistent learning opportunities to help younger children develop their communication or explore the environment.

What does the early years setting do well and what does it need to do better?

- Although key persons know children well and plan for what they need to learn next, in practice, staff struggle to motivate and engage younger children. They do not communicate effectively with children to help them know what to do. For example, staff do not intervene when some younger children snatch toys from others. In other cases, when children try balancing along the tyres, others push in front of them or fall over onto the tyres. Staff do not help children to understand how to take turns or use the equipment safely, so the children either wander off or stop trying.
- Staff have completed safeguarding training, but the manager has not identified that staff do not have a secure enough knowledge of how to recognise, record and report concerns or allegations. This compromises children's welfare.
- The manager does not ensure that staff have the knowledge and skills they

need to teach younger children about what behaviour is right or wrong. Therefore, staff do not use consistent strategies to help children understand how they should behave. For example, when staff ask toddlers to tidy up, some refuse to help. Staff do not know how to handle this, so they ignore the children's behaviour. When younger children push each other, staff members often do not notice or help them learn how to respect and value others.

- Babies and toddlers do not receive consistent levels of engagement and interaction from staff in comparison to their peers in the pre-school age group. The staff members responsible for the younger children often lack a solid understanding of child development. This means they do not always know how to meet the individual learning needs for the youngest children effectively.
- Staff talk with parents about what children know and can do. They watch children in the setting and assess their skills and knowledge. Staff working with the pre-school children set challenging targets. They re-visit learning to make sure children remember new skills and knowledge. For example, they use small-group times to check that children can recall numerals and count reliably up to 10. Some children are able to count much further and receive warm praise from staff.
- Pre-school children show good imaginations and play cooperatively with others. They act out scenes from favourite films about superheroes. They 'rescue' their friends and respect others' play spaces well.
- Staff working with the pre-school children help prepare them for school. They provide uniforms for the different schools children will go to for them to see and try on. The manager arranges meetings for staff, parents, children and teachers so they can discuss settling-in procedures for children with SEND. Older children gain good skills to help them be independent and confident about the move on into school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are not confident in recognising potential signs that may mean a child is at risk of harm. They are not sure how to handle concerns, such as when it is not appropriate to speak with parents or others to make sure that they do not put children in more danger. Staff do not know how to refer concerns in accordance with their own policies or the procedures of the local safeguarding children partnership, including when there are allegations made against staff. Following a recent incident, the manager has made changes to the drop off and collection of children to ensure their safety. Only senior staff open the door to parents and let one child in or out at a time. The manager makes sure staff complete head counts of children when they move from the indoor to outdoor play spaces.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff understand their roles and responsibilities and know the processes to follow when they have concerns about children, in line with the procedures for their local safeguarding children partnership	23/06/2023
ensure staff know how to provide clear, consistent support for younger children to help them manage their emotions and behaviour and develop good attitudes for learning	23/06/2023
improve staff understanding of child development so those working with the babies and younger children know how to plan the curriculum effectively	05/07/2023
support staff to improve the quality of their interactions with babies and young children, to enhance their learning and development further.	05/07/2023

Setting details

Unique reference number	EY542831
Local authority	Gloucestershire
Inspection number	10293988
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	47
Number of children on roll	110
Name of registered person	Good Shepherd Ltd
Registered person unique reference number	RP542830
Telephone number	01452 505327
Date of previous inspection	22 October 2019

Information about this early years setting

Banana Moon Day Nursery Gloucester registered in 2017. The nursery is based in Gloucester. It offers care from 7.30am to 6.30pm on Monday to Friday for 51 weeks of the year. There are 12 members of staff working with the children. Of these, one holds an appropriate childcare qualification at level 6, two hold an appropriate childcare qualification at level 4, six hold an appropriate childcare qualification at level 3 and one holds an appropriate childcare qualification at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Anita McKelvey
Rosie Pool

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the lead inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspectors spoke to children to find out about their time at the setting.
- The lead inspector and manager carried out a joint observation of older children taking part in a mathematics activity, and the second inspector and manager did a joint observation of lunchtime with the younger children.
- Parents shared their views of the setting with the inspector.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023